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ABSTRACT

A revision of a 1992 publication, this booklet presents standards intended to assist in the establishment and evaluation of programs of teacher preparation, to guide the assessment of the qualifications of literacy professionals, and to inform private and state agencies, policymakers, and the general public as they shape literacy instruction now and in the future. The booklet presents three sets of proficiencies for 10 professional roles; in Appendix C, standards for the role of the paraprofessional are also delineated. According to the booklet, the first set of proficiencies, Knowledge and Beliefs about Reading, delineates the underlying principles and knowledge for the second and third sets--Instruction and Assessment, and Organizing and Enhancing a Reading Program. The booklet states that the first set of standards deals with what reading professionals and paraprofessionals need to know, while the second and third sets deal with what they are "able to do." It also presents a matrix of competencies and proficiency levels for the various categories of literacy practitioners. The booklet describes what reading professionals should know about the literacy process and the teaching proficiencies they should possess to effectively apply that knowledge to the development of literacy in individuals of all ages and levels. Appendixes contain approximately 140 suggested readings; 18 related websites; competencies for the paraprofessional; a list of the 9 conferences where the standards were reviewed; and the International Reading Association's Code of Ethics. (NKA)

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A REFERENCE

FOR THE PREPARATION

OF EDUCATORS IN THE

UNITED STATES

Standards *for* READING PROFESSIONALS

REVISED

Developed by the
Professional Standards and Ethics Committee
of the
International Reading Association

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INTERNATIONAL
Reading
Association
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Preface

THE INTERNATIONAL READING ASSOCIATION (IRA) is a professional organization concerned with the promotion of literacy through the instruction of reading, writing, listening, and speaking, with all forms of literature at all levels of education. Literacy abilities develop over a lifetime; for literacy to flourish and mature, it must be encouraged and reinforced at every level from preschool and the elementary grades through middle school, high school, college, and beyond.

Literacy requires an understanding of reading and writing in many forms, including print and electronic images, intertwined with the ability to interpret critically and apply new information to existing knowledge. Thus, school literacy programs must involve students in learning to read and write in situations that foster critical thinking and in the use of literacy for independent learning in all subject areas.

This publication is a revision of a previously published IRA book also titled *Standards for Reading Professionals*, produced in 1992. Like the earlier book, these standards are intended to assist in the establishment and evaluation of programs of teacher preparation, to guide the assessment of the qualifications of literacy professionals, and to inform private and state agencies, policymakers, and the general public as they shape literacy instruction now and in the future.

Three sets of proficiencies are presented in the *Standards* for 10 professional roles. In Appendix C, standards for the role of the paraprofessional also are delineated. The first set of proficiencies, Knowledge and Beliefs About Reading, delineates the underlying principles and knowledge for the second and third sets—Instruction and Assessment and Organizing and Enhancing a Reading Program. The first set of standards deals with what reading professionals and paraprofessionals need to *know*, the second and third sets with what they are *able to do*.

Use of the *Standards for Reading Professionals*

This book describes what reading professionals should know about the literacy process and the teaching proficiencies they should possess to effectively apply that knowledge to the development of literacy in individuals of all ages and levels. The need for such standards is highlighted in the report by the National Research Council, *Preventing Reading Difficulties in Young Children* (Snow, Burns, & Griffin, 1998), which recommends the following:

• Instruction should be provided by a well-qualified reading specialist who has demonstrated the ability to produce high levels of student achievement in reading (p. 327);

• Every school should have access to specialists, including speech and language clinicians, English as a second language teachers, resource room teachers, and reading specialists who have specialized training related to addressing reading difficulties and who can give guidance to classroom teachers (p. 333); and

• Local education agencies should set specific standards of evidence of efficacy for reading-related materials and inservice programs. (p. 334)

Also, as reported in *Education Week* (Bradley, 1998), many teacher-education programs are not adequately preparing teachers to teach children to read.

Therefore, *Standards for Reading Professionals* is intended for use by educational and governmental agencies in the identification of qualified personnel for the delivery of literacy programs. The document is currently used in the accreditation of teacher education by the National Council for Accreditation of Teacher Education (NCATE). It also is anticipated that the document will be used by state education departments in the creation of certification and licensure requirements and by universities and colleges in the design, implementation, and assessment of programs for preparing educators and paraprofessionals.

The Revision and Review Process

The process of revising these *Standards* involved many people. The initial draft of the document was created by a specially appointed ad hoc committee and was submitted to the IRA Professional Standards and Ethics Committee. That document was distributed for comments to IRA members and practitioners in the spring, summer, and fall of 1997. Reviews on the draft were obtained at several conferences and meetings (see Appendix D). The comments gleaned from these reviews were used to create a Field Edition that then was disseminated for review to over 500 individuals and groups in January 1998. In addition, throughout the process IRA sponsored several standards-related sessions at its annual conventions.

Acknowledgments

Many individuals contributed significantly to the development of these revised *Standards*. They include members of the 1997–1998 Professional Standards and Ethics Committee: Allen Berger, Frances Bliss, Virginia DeAngelis, Ernest Dishner, Frederick Fedorko, Margaret Genisio, Barbara Grugel, Carol Harless, Daniel R. Hittleman (Chair), Richard Robinson, Lynn Romeo, and Debra L. Winikates; Jack Cassidy, IRA/NCATE Representative; and Deborah M. Houston, IRA Research Division.

The Committee gratefully acknowledges the many IRA members who responded to the call for comments on the initial drafts and Field Edition during the review process. Their ideas, critical analyses, and thoughtful suggestions have guided the Committee during the various aspects of revision.

In addition, we wish to thank IRA staff, many of whom provided hours of technical expertise on the composition and layout of the drafts, Field Edition, and the final document, and equally as many hours of patience in the completion of this important publication. In particular, the Committee is especially indebted to the following IRA staff members for their assistance: Karen Needles and Karen Redden in Management Information Systems, Gail Keating and Linda McAfee in the Research Division, and Matt Baker, Chris Kempers, Peggy Mason, Boni Nash, David Roberts, Iona Sauscermen, and Cynthia Sawaya in the Publications Division.

Daniel R. Hittleman

Chair, Professional Standards and Ethics Committee 1997–1998

PART 1

Core Beliefs About the Knowledge Base for Teaching and Learning That Inform the *Standards for Reading Professionals*

LANGUAGE LEARNERS AND LANGUAGE USERS are active constructors of meaning; they seek meaning from what they read, hear, and view, and they seek to convey meaning as they express themselves through speaking and writing. The following core beliefs may be derived from this view of language learning and use:

- The language arts—reading, writing, speaking, listening, viewing, and representing visually—are interrelated; they are rarely used in isolation, and they tend to be mutually reinforcing as students learn and use them.
- The language arts are complex behaviors that develop over time; individual learners do not progress at the same rate in the same ways.
- Learners use their language skills in all curriculum areas; thus, proficiency in language arts is central for doing well in school and in becoming lifelong literacy practitioners.
- Literature in all its forms is a source of enjoyment and insight that should be made available to all language learners.
- Language takes many forms; its diversity must be respected.

These are core beliefs that informed the IRA/NCTE Standards for the English Language Arts published in 1996. Those standards are not intended to define curriculum or prescribe instructional methodology; their purpose is to serve as a starting point for discussion about quality English language arts instruction. Educators at state and local levels should have the right to define curriculum and determine the best instruction for their students.

There is a need for reading professionals to be trained appropriately, thus the need for these standards about the knowledge and teaching proficiency of reading practitioners. The standards presented in the main matrix of this book outline three categories of reading practitioners (a separate category for paraprofessionals, which includes

classroom and/or literacy assistants, is presented in Appendix C):

- the classroom professional (early-childhood teacher, elementary school teacher, middle and secondary school teacher, special-education teacher, and adult-education teacher);
- the specialized reading professional (reading specialist, reading coordinator, and teacher educator); and,
- the allied professional (related service professional and administrator).

These standards for reading professionals reflect a recognition of the extensive body of research studies and instructional information about the development of literacy. Much of this knowledge is found in IRA's journals and is summarized and interpreted in many of its publications. In addition, the knowledge is summarized and analyzed in handbooks of research on reading and teaching in the English language arts. We used these sources to establish the theoretical framework of *Standards for Reading Professionals* as well as in developing the subcategories and individual criteria that constitute the levels of competency for each category of literacy practitioner.

Appropriately prepared reading professionals have proficiency in three broad categories:

1. *Knowledge and Beliefs About Reading,* which includes understanding theories of reading development, individual differences, the nature of reading difficulties, and principles of assessment.

2. *Instruction and Assessment,* which includes being able to create instructional environments; to teach word identification, phonemic awareness, letter-sound correspondence, vocabulary skills, strategies for comprehension and the construction of meaning, and study strategies; and to assess student performance and progress.

3. *Organizing and Enhancing a Reading Program,* which includes abilities to communicate information about reading to various groups, to develop literacy curricula, to participate in or lead professional-development programs, to participate in or conduct research, to collaborate or supervise other literacy practitioners, to communicate assessment results, and to engage in professional activities.

The Suggested Readings in Appendix A contain sources of information relating to all these areas. There are references to classical as well as contemporary handbooks, texts, and IRA publications covering major aspects of the field of literacy. Appendix B lists Web sites related to literacy and education. Reading professionals can use both types of resources in developing effective instructional programs; these resources underpin the competencies detailed in *Standards for Reading Professionals.*

PART 2

Role Descriptions and Academic Preparation of Reading Professionals

LEARNING TO READ AND WRITE is a complex process, and students come in contact with many people as they work toward competency as literacy users. A child's home and community play critical roles in helping him or her acquire the skills, strategies, and attitudes needed for full literacy; these environments also should provide strong support for the efforts of school-based professionals and paraprofessionals. The knowledge areas and competencies of several different levels of school-based literacy providers form the focus of this book.

The standards identify three broad categories of literacy providers: (1) classroom professionals, (2) specialized reading professionals, and (3) allied professionals. These categories reflect differences in the amount of interaction between students and members of each of these categories and in the levels of responsibility each will have for students' literacy development. They also reflect differences in academic preparation and depth of knowledge about literacy teaching and learning necessary for career success. The recommended academic preparations listed here are guidelines. Institutions may document academic and performance proficiency through other means.

Some understanding of how students acquire literacy and develop as literacy users must be an important component of the professional training of reading professionals and paraprofessionals at all levels and in all professional and paraprofessional roles.

CATEGORY I: THE CLASSROOM PROFESSIONAL

- TEACHES IN REGULAR EDUCATION, SPECIAL EDUCATION, OR LITERACY EDUCATION IN GRADED OR AGE-GROUPED CLASSROOMS AT PRESCHOOL THROUGH HIGH SCHOOL LEVELS.
- MUST BE STATE CERTIFIED OR LICENSED IN EARLY-CHILDHOOD, ELEMENTARY, SPECIAL, MIDDLE SCHOOL, OR SECONDARY EDUCATION.

Role 1: Early-Childhood Teacher (preschool–Grade 3)

• Teaches in a regular education age-grouped classroom at the preschool through third-grade level.

Academic preparation should include a minimum of 12 credit hours* in basic reading and language arts, children's literature, and assessment, and 3 credit hours in developmentally appropriate practices in emergent literacy, incorporating adequate coverage of the competencies as shown in the matrix for professionals in Part 3.

Role 2: Elementary School Teacher (Grades K–5)

• Teaches in a regular-education, age-grouped classroom at kindergarten through fifth-grade levels.

Academic preparation should include a minimum of 15 credit hours in basic reading and language arts courses, children's literature, and developmentally appropriate practices, incorporating adequate coverage of the competencies as shown in the matrix for professionals in Part 3.

Role 3: Middle and Secondary School Teacher (Grades 6–12)

• May be specialized in an area of study (for example, mathematics, social studies, or science) and have professional preparation other than reading education.

• Includes content-area teachers responsible for literacy instruction that also promotes content-area learning.

Academic preparation should include a minimum of 3—but preferably 6—credit hours in basic reading and language arts courses, strategy instruction, and content literacy, incorporating adequate coverage of the competencies as shown in the matrix for professionals in Part 3.

Role 4: Special-Education Teacher (preschool–Grade 12)

• May provide reading instruction to students with reading and language difficulties in compensatory or special-education programs (for example, inclusion programs and regular education initiatives).

Academic preparation should include a minimum of 12 credit hours in basic reading and language arts, assessment and intervention, and literature, incorporating adequate coverage of the competencies as shown in the matrix. Coursework should include training in collaboration and interpersonal relationships.

* The credit hours alluded to under academic preparation are semester hours.

Role 5: Adult-Education Teacher

- Teaches in adult continuing-education programs (for example, adult basic education, high school equivalency, correctional institutions, and interpersonal relationships or workplace-education programs).
- May be specialized in an area of study (for example, mathematics, social studies, or science) and have professional preparation other than reading education.
- May teach in a subject area other than reading and be responsible for literacy instruction that promotes content-area learning.
- May teach developmental or corrective reading, study skills, and higher-order thinking in settings such as vocational technical schools and correctional institutions, community colleges, and adult literacy centers.

Academic preparation should include a minimum of 3—but preferably 6—credit hours in basic reading and language arts courses, incorporating adequate coverage of the competencies as shown in the matrix for professionals in Part 3.

CATEGORY II: THE SPECIALIZED READING PROFESSIONAL

- Has primary responsibility of teaching literacy, including written and oral language skills: reading, writing, speaking, listening, viewing, and representing visually.
- Works cooperatively and collaborates with other professionals in planning programs to meet the needs of a diverse population of learners.
- Serves as a resource in the area of literacy education for teachers, administrators, and the community.
- Provides leadership in literacy instruction and in professional-development opportunities and programs. Serves as a mentor to preservice or inservice reading professionals.

Role 6: Reading Specialist

- Provides specialized literacy instruction and assessment in cooperation with other literacy professionals and paraprofessionals to students at one or more of the following levels: early childhood, elementary, secondary, or adult; and in the following settings: public, private, or commercial schools, reading resource centers, or clinics.
- Provides literacy services to students in compensatory or special-education programs.

• Provides instructional guidance to paraprofessionals.

• Teaches developmental reading or study skills, or both, at the secondary or adult level.

Academic preparation should include a minimum of 21 graduate credit hours in reading and language arts and related courses, for example, assessment, incorporating adequate coverage of the competencies as shown in the matrix for professionals in Part 3. Academic preparation also should include a 6-credit-hour supervised practicum experience.

Role 7: Reading Coordinator

• Includes reading consultants who administer literacy, bilingual, compensatory, and ESL programs in schools or other institutional settings.

• Directs organization, management, and assessment of school, district, or institutional literacy programs.

Academic preparation should be comparable to that of the reading specialist in addition to at least 9 graduate credit hours in supervision and administration, interpersonal relations, grant writing, program evaluation, and school law and finance. Additional reading courses should include an emphasis on professional development and curricula.

Role 8: Teacher Educator

• Provides instruction to preservice and graduate students at the college or university level.

• Provides professional development services in cooperation with other professionals.

• Participates in scholarly activities, including creative works.

• Forges university-school partnerships with other educational agencies to promote the advancement of literacy.

Academic preparation should be similar to that of the reading specialist (Role 6). It is recommended that the professional be a graduate of an accredited doctoral program, be able to interpret and engage in research, and have a minimum of 5 years of teaching experience in Grades K–12.

CATEGORY III:
THE ALLIED PROFESSIONAL

• HAS PRIMARY RESPONSIBILITY FOR WORKING WITH READING AND CLASSROOM PROFESSIONALS IN THE DEVELOPMENT OF LITERACY PROGRAMS FOR ALL STUDENTS.

Role 9: Related Service Professional

• Includes psychologists, counselors, librarians, media specialists, speech or language therapists, technology specialists, or others who provide literacy-related services to students in public or private institutions.

Academic preparation should include a minimum of 6 to 9 credit hours in reading and language arts courses, incorporating adequate coverage of the competencies as shown in the matrix for professionals in Part 3.

Role 10: Administrator

• Provides leadership to teachers in public and private institutions. It is strongly recommended that the administrator possess teaching experience in Grades K–12 as well as the competencies required of classroom teachers. In addition, the professional should have knowledge of and competence in curriculum program planning and evaluation.

Academic preparation should include a minimum of 6 credit hours in basic reading courses and 9 credit hours in reading and language arts courses, incorporating adequate coverage of the competencies as shown in the matrix for professionals in Part 3.

PART 3

Matrix of Competencies

DEPENDING ON THE ROLES THEY PLAY in students' learning, literacy providers need different levels of understanding. The following matrix lists the competencies and proficiency levels for the various categories of literacy practitioners discussed in Part 2.

The competencies are rated as follows:

Levels of Proficiency

A - Awareness

Has awareness of the different aspects of literacy development and related teaching procedures.

B - Basic Understanding

Has knowledge about specific instructional tasks and has fundamental proficiency in the performance of those tasks for the aspect of literacy development.

C - Comprehensive Understanding

Is able to apply proficiently broad, in-depth knowledge of the different aspects of literacy development in instructional settings.

O - Not Applicable

Competencies of Candidates	Classroom Professional					Specialized Reading Professional			Allied Professional	
	Early-Childhood Teacher	Elementary School Teacher	Middle and Secondary School Teacher	Special-Education Teacher	Adult-Education Teacher	Reading Specialist	Reading Coordinator	Teacher Educator	Related Service Professional	Administrator
KNOWLEDGE AND BELIEFS ABOUT READING										
1.0 THEORETICAL BASE										
The reading professional will:										
1.1 recognize that reading should be taught as a process;	C	C	B	B	C	C	C	C	B	C
1.2 understand, respect, and value cultural, linguistic, and ethnic diversity;	C	C	C	C	C	C	C	C	B	C
1.3 recognize the importance of literacy for personal and social growth;	C	C	C	C	C	C	C	C	B	C
1.4 recognize that literacy can be a means for transmitting moral and cultural values;	C	C	C	C	C	C	C	C	B	C
1.5 perceive reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation;	B	B	B	B	C	C	C	C	B	B
1.6 understand the major theories of language development, cognition, and learning; and	B	B	B	B	B	C	C	C	B	B
1.7 understand the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading acquisition.	B	B	B	B	B	C	C	C	B	B

A - Awareness B - Basic Understanding C - Comprehensive Understanding O - Not Applicable

Competencies of Candidates	Classroom Professional					Specialized Reading Professional			Allied Professional	
	Early-Childhood Teacher	Elementary School Teacher	Middle and Secondary School Teacher	Special-Education Teacher	Adult-Education Teacher	Reading Specialist	Reading Coordinator	Teacher Educator	Related Service Professional	Administrator
2.0 KNOWLEDGE BASE The reading professional will:										
2.1 understand that written language is a symbolic system;	B	B	B	B	B	C	C	C	B	B
2.2 understand the interrelation of language and literacy acquisition;	B	B	B	B	B	C	C	C	B	B
2.3 understand principles of new language acquisition;	B	B	B	B	B	C	C	C	B	B
2.4 understand the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process;	B	B	B	B	B	C	C	C	B	C
2.5 understand the interrelation of reading and writing, and listening and speaking;	B	B	B	B	B	C	C	C	B	B
2.6 understand that students need opportunities to integrate their use of literacy through reading, writing, listening, speaking, viewing, and representing visually;	C	C	C	B	B	C	C	C	B	C
2.7 understand emergent literacy and the experiences that support it;	C	B	A	B	A	C	C	C	B	C
2.8 understand the role of metacognition in reading and writing, and listening and speaking.	B	B	B	B	B	C	C	C	B	C

A - Awareness B - Basic Understanding C - Comprehensive Understanding O - Not Applicable

Competencies of Candidates	Classroom Professional					Specialized Reading Professional			Allied Professional	
	Early-Childhood Teacher	Elementary School Teacher	Middle and Secondary School Teacher	Special-Education Teacher	Adult-Education Teacher	Reading Specialist	Reading Coordinator	Teacher Educator	Related Service Professional	Administrator
2.9 understand how contextual factors in the school can influence student learning and reading (e.g., grouping procedures, school programs, and assessment).	C	C	C	C	O	C	C	C	B	C
2.10 know past and present literacy leaders and their contributions to the knowledge base.	A	A	A	A	A	B	C	C	A	B
2.11 know relevant reading research from general education and how it has influenced literacy education.	A	A	A	A	A	B	B	C	B	C
2.12 know classic and contemporary children's and young adults' literature, and easy-reading fiction and non-fiction for adults, at appropriate levels.	B	B	B	B	B	C	C	C	B	B
2.13 recognize the importance of giving learners opportunities in all aspects of literacy (e.g., as readers, writers, thinkers, reactors, or responders); and	B	B	B	B	B	C	C	C	B	C
2.14 understand that goals, instruction, and assessment should be aligned.	B	B	B	B	B	C	C	C	B	C
3.0 INDIVIDUAL DIFFERENCES The reading professional will:										
3.1 recognize how differences among learners influence their literacy development.	B	B	B	C	B	C	C	C	C	C

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Competencies of Candidates	Classroom Professional					Specialized Reading Professional			Allied Professional	
	Early-Childhood Teacher	Elementary School Teacher	Middle and Secondary School Teacher	Special-Education Teacher	Adult-Education Teacher	Reading Specialist	Reading Coordinator	Teacher Educator	Related Service Professional	Administrator
3.2 understand, respect, and value cultural, linguistic, and ethnic diversity;	C	C	C	C	C	C	C	C	C	C
3.3 understand that spelling is developmental and is based on students' knowledge of the phonological system and of the letter names, their judgments of phonetic similarities and differences, and their ability to abstract phonetic information from letter names;	B	B	B	B	B	C	C	C	B	C
3.4 recognize the importance of creating programs to address the strengths and needs of individual learners; and	C	C	C	C	C	C	C	C	C	C
3.5 know federal, state, and local programs designed to help students with reading and writing problems.	B	B	B	B	B	C	C	C	B	C
4.0. READING DIFFICULTIES The reading professional will:										
4.1 understand the nature and multiple causes of reading and writing difficulties;	B	B	B	B	B	C	C	C	C	B
4.2 know principles for diagnosing reading difficulties;	B	B	B	B	B	C	C	C	A	B
4.3 be well-versed on individualized and group instructional interventions targeted toward those students in greatest need or at low proficiency levels; and	B	B	B	C	B	C	C	C	A	B

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Competencies of Candidates	Classroom Professional					Specialized Reading Professional			Allied Professional	
	Early-Childhood Teacher	Elementary School Teacher	Middle and Secondary School Teacher	Special-Education Teacher	Adult-Education Teacher	Reading Specialist	Reading Coordinator	Teacher Educator	Related Service Professional	Administrator
4.4 know the instructional implications of research in special education, psychology, and other fields that deal with the treatment of students with reading and learning difficulties.	B	B	B	C	B	C	C	C	B	C
INSTRUCTION AND ASSESSMENT										
5.0. CREATING A LITERATE ENVIRONMENT										
The reading professional will be able to:										
5.1 create a literate environment that fosters interest and growth in all aspects of literacy;	C	C	C	C	C	C	C	C	A	B
5.2 use texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth;	B	B	B	B	B	C	C	C	A	B
5.3 model and discuss reading and writing as valuable, lifelong activities;	B	B	B	B	B	C	C	C	A	B
5.4 provide opportunities for learners to select from a variety of written materials, to read extended texts, and to read for many authentic purposes;	B	B	B	B	B	C	C	C	A	B

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Competencies of Candidates	Classroom Professional					Specialized Reading Professional			Allied Professional	
	Early-Childhood Teacher	Elementary School Teacher	Middle and Secondary School Teacher	Special-Education Teacher	Adult-Education Teacher	Reading Specialist	Reading Coordinator	Teacher Educator	Related Service Professional	Administrator
5.5 provide opportunities for creative and personal responses to literature, including storytelling;	B	B	B	B	B	C	C	C	A	B
5.6 promote the integration of language arts in all content areas;	B	B	B	B	B	C	C	C	A	B
5.7 use instructional and information technologies to support literacy learning; and	B	B	B	B	B	C	C	C	A	B
5.8 implement effective strategies to include parents as partners in the literacy development of their children	C	C	C	C	C	C	C	C	C	B
6.0 WORD IDENTIFICATION, VOCABULARY, AND SPELLING The reading professional will be able to:										
6.1 teach students to monitor their own word identification through the use of syntactic, semantic, and grapho-phonemic relations;	C	C	B	C	B	C	C	C	A	B
6.2 use phonics to teach students to use their knowledge of letter/sound correspondence to identify sounds in the construction of meaning;	C	C	B	C	B	C	C	C	A	B
6.3 teach students to use context to identify and define unfamiliar words;	B	B	B	B	B	C	C	C	A	B
6.4 guide students to refine their spelling knowledge through reading and writing.	B	B	B	B	B	C	C	C	A	B

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Competencies of Candidates	Classroom Professional					Specialized Reading Professional			Allied Professional	
	Early-Childhood Teacher	Elementary School Teacher	Middle and Secondary School Teacher	Special-Education Teacher	Adult-Education Teacher	Reading Specialist	Reading Coordinator	Teacher Educator	Related Service Professional	Administrator
6.5 teach students to recognize and use various spelling patterns in the English language as an aid to word identification; and	B	B	B	B	B	C	C	C	A	B
6.6 employ effective techniques and strategies for the ongoing development of independent vocabulary acquisition.	B	B	B	B	B	C	C	C	A	B
7.0 COMPREHENSION The reading professional will be able to:										
7.1 provide direct instruction and model when and how to use multiple comprehension strategies, including retelling.	B	B	B	B	B	C	C	C	A	B
7.2 model questioning strategies;	B	B	B	B	B	C	C	C	A	B
7.3 teach students to connect prior knowledge with new information;	C	C	C	C	C	C	C	C	A	B
7.4 teach students strategies for monitoring their own comprehension;	B	B	B	B	B	C	C	C	A	B
7.5 ensure that students can use various aspects of text to gain comprehension, including conventions of written English, text structure and genres, figurative language, and intertextual links; and	B	B	B	B	B	C	C	C	A	B

A - Awareness B - Basic Understanding C - Comprehensive Understanding O - Not Applicable

Competencies of Candidates	Classroom Professional					Specialized Reading Professional			Allied Professional	
	Early-Childhood Teacher	Elementary School Teacher	Middle and Secondary School Teacher	Special-Education Teacher	Adult-Education Teacher	Reading Specialist	Reading Coordinator	Teacher Educator	Related Service Professional	Administrator
7.6 ensure that students gain understanding of the meaning and importance of the conventions of standard written English (e.g., punctuation or usage).	B	B	B	B	B	C	C	C	A	B
8.0 Study Strategies The reading professional will be able to:										
8.1 provide opportunities to locate and use a variety of print, nonprint, and electronic reference sources.	B	B	B	B	B	C	C	C	A	B
8.2 teach students to vary reading rate according to the purpose(s) and difficulty of the material.	B	B	C	B	C	C	C	C	A	B
8.3 teach students effective time-management strategies.	B	B	C	B	C	C	C	C	A	B
8.4 teach students strategies to organize and remember information, and	B	B	C	C	C	C	C	C	B	B
8.5 teach test-taking strategies.	B	B	C	C	C	C	C	C	B	C
9.0 Writing The reading professional will be able to:										
9.1 teach students planning strategies most appropriate for particular kinds of writing.	B	B	C	C	C	C	C	C	B	C
9.2 teach students to draft, revise, and edit their writing, and	B	B	C	C	C	C	C	C	B	C

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Competencies of Candidates	Classroom Professional					Specialized Reading Professional			Allied Professional	
	Early-Childhood Teacher	Elementary School Teacher	Middle and Secondary School Teacher	Special-Education Teacher	Adult-Education Teacher	Reading Specialist	Reading Coordinator	Teacher Educator	Related Service Professional	Administrator
9.5 teach students the conventions of standard written English needed to edit their compositions.	B	B	C	C	C	C	C	C	B	C
10.0 Assessment The reading professional will be able to:										
10.1 develop and conduct assessments that involve multiple indicators of learner progress; and	B	B	B	B	B	C	C	C	B	B
10.2 administer and use information from norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress to inform instruction and learning.	B	B	B	B	B	C	C	C	B	B
ORGANIZING AND ENHANCING A READING PROGRAM 11.0 Communicating Information About Reading The reading professional will be able to:										
11.1 communicate with students about their strengths, areas for improvement, and ways to achieve improvement;	C	C	C	C	C	C	C	C	C	C
11.2 communicate with allied professionals and paraprofessionals in assessing student achievement and planning instruction;	C	C	C	C	C	C	C	C	C	C

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Competencies of Candidates	Classroom Professional					Specialized Reading Professional			Allied Professional	
	Early-Childhood Teacher	Elementary School Teacher	Middle and Secondary School Teacher	Special-Education Teacher	Adult-Education Teacher	Reading Specialist	Reading Coordinator	Teacher Educator	Related Service Professional	Administrator
11.3 involve parents in cooperative efforts and programs to support students' reading and writing development;	C	C	C	C	A	C	C	C	C	C
11.4 communicate information about literacy and data to administrators, staff members, school-board members, policymakers, the media, parents, and the community; and	B	B	B	B	C	C	C	C	C	C
11.5 interpret research findings related to the improvement of instruction and communicate these to colleagues and the wider community.	B	B	B	B	B	C	C	C	C	C
12.0 Curriculum Development The reading professional will be able to:										
12.1 initiate and participate in ongoing curriculum development and evaluation;	B	B	B	B	B	C	C	C	A	C
12.2 adapt instruction to meet the needs of different learners to accomplish different purposes;	C	C	C	C	C	C	C	C	A	C
12.3 supervise, coordinate, and support all services associated with literacy programs (e.g., needs assessment, program development, budgeting and evaluation, and grant and proposal writing).	A	A	A	A	A	C	C	C	A	C

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Competencies of Candidates	Classroom Professional					Specialized Reading Professional			Allied Professional	
	Early-Childhood Teacher	Elementary School Teacher	Middle and Secondary School Teacher	Special-Education Teacher	Adult-Education Teacher	Reading Specialist	Reading Coordinator	Teacher Educator	Related Service Professional	Administrator
12.4 select and evaluate instructional materials for literacy, including those that are technology-based;	C	C	C	C	C	C	C	C	B	B
12.5 use multiple indicators to determine effectiveness of the literacy curriculum;	B	B	B	B	B	C	C	C	B	C
12.6 plan and implement programs designed to help students improve their reading and writing including those supported by federal, state, and local funding; and	A	A	A	A	A	B	C	C	B	C
12.7 help develop individual educational plans for students with severe learning problems related to literacy.	B	B	B	C	B	C	C	C	B	B
13.0 Professional Development The reading professional will be able to:										
13.1 participate in professional-development programs;	C	C	C	C	C	C	C	C	C	C
13.2 initiate, implement, and evaluate professional-development programs;	A	A	A	A	A	B	C	C	B	C
13.3 provide professional-development experiences that help emphasize the dynamic interaction among prior knowledge, experience, and the school context as well as among other aspects of reading development.	A	A	A	A	A	B	C	C	B	C

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Competencies of Candidates	Classroom Professional					Specialized Reading Professional			Allied Professional	
	Early-Childhood Teacher	Elementary School Teacher	Middle and Secondary School Teacher	Special-Education Teacher	Adult-Education Teacher	Reading Specialist	Reading Coordinator	Teacher Educator	Related Service Professional	Administrator
13.4 provide professional-development experiences that are sensitive to school constraints (e.g., class size or limited resources);	A	A	A	A	A	B	C	C	B	C
13.5 use multiple indicators to judge professional growth; and	B	B	B	B	B	C	C	C	B	C
13.6 model ethical professional behavior.	C	C	C	C	C	C	C	C	C	C
14.0 Research										
The reading professional will be able to:										
14.1 apply research for improved literacy;	A	A	A	A	A	B	C	C	A	B
14.2 conduct research with a range of methodologies (e.g., ethnographic, descriptive, experimental, or historical); and	A	A	A	A	A	B	B	C	A	B
14.3 promote and facilitate teacher- and classroom-based research.	B	B	B	B	B	C	C	C	A	B
15.0 Supervision of Paraprofessionals										
The reading professional will be able to:										
15.1 plan lessons for paraprofessionals;	C	C	C	C	C	C	C	C	A	C
15.2 observe and evaluate paraprofessionals interacting with children and provide feedback to them on their performance.	C	C	C	C	C	C	C	C	A	C

A - Awareness B - Basic Understanding C - Comprehensive Understanding O - Not Applicable

Competencies of Candidates	Classroom Professional					Specialized Reading Professional			Allied Professional	
	Early-Childhood Teacher	Elementary School Teacher	Middle and Secondary School Teacher	Special-Education Teacher	Adult-Education Teacher	Reading Specialist	Reading Coordinator	Teacher Educator	Related Service Professional	Administrator
15.3 provide professional development and training for paraprofessionals; and	A	A	A	A	A	B	C	C	A	C
15.4 provide emotional and academic support for paraprofessionals.	B	B	B	B	B	C	C	C	B	C
16.0 PROFESSIONALISM The reading professional will be able to:										
16.1 pursue knowledge of literacy by reading professional journals and publications, and participating in conferences and other professional activities;	C	C	C	C	C	C	C	C	C	C
16.2 reflect on one's practice to improve instruction and other services to students;	C	C	C	C	C	C	C	C	C	C
16.3 interact with and participate in decision making with teachers, , teacher educators, theoreticians, and researchers;	C	C	C	C	C	C	C	C	C	C
16.4 support and participate in efforts to improve the reading profession by being an advocate for licensing and certification;	B	B	B	B	B	C	C	C	B	B
16.5 participate in local, state, national, and international professional organizations whose mission is the improvement of literacy;	C	C	C	C	C	C	C	C	C	C

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Competencies of Candidates	Classroom Professional					Specialized Reading Professional			Allied Professional	
	Early-Childhood Teacher	Elementary School Teacher	Middle and Secondary School Teacher	Special-Education Teacher	Adult-Education Teacher	Reading Specialist	Reading Coordinator	Teacher Educator	Related Service Professional	Administrator
16.6 promote collegiality with other literacy professionals through regular conversations, discussions, and consultations about learners, literacy theory, and assessment and instruction;	B	B	B	B	B	C	C	C	C	C
16.7 write for publication; and	A	A	A	A	A	B	B	C	B	B
16.8 make presentations at local, state, regional, and national meetings and conferences.	B	B	B	A	A	B	C	C	B	B

A - Awareness B - Basic Understanding C - Comprehensive Understanding O - Not Applicable

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APPENDIX A

Suggested Readings

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APPENDIX B

Related Web Sites

American College Testing (ACT)
www.act.org

Association of Teacher Educators (ATE)
www.siu.edu/departments/coe/ate/

Center for Applied Linguistics (CAC)
www.cal.org

The Council for Exceptional Children (CEC)
www.cec.sped.org

Educational Testing Service (ETS)
www.ets.org

ERIC Clearinghouse on Reading, English, and Communication
www.indiana.edu/~eric_rec

International Reading Association (IRA)
www.reading.org

Library of Congress
www.lcweb.loc.gov

Literacy Volunteers of America (LVA)
http://literacy.kent.edu/LVA

National Council for Accreditation of Teacher Education (NCATE)
www.ncate.org

National Academy Press
www.nap.edu

National Assessment of Educational Progress (NAEP)
www.ed.gov/NCES/NAEP

National Association for the Education of Young Children (NAEYC)
www.naeyc.org

National Center for Family Literacy (NCFL)
www.famlit.org

National Center on Adult Literacy (NCAL)
www.literacyonline.org

National Council of Teachers of English (NCTE)
www.ncte.org

Reading Online (an electronic journal of IRA)
www.readingonline.org

United States Department of Education
www.ed.gov

APPENDIX C

Competencies for the Paraprofessional

THE PARAPROFESSIONAL

Classroom and/or Literacy Assistant

Assists in regular education, special education, or literacy education in graded or age-grouped classrooms at preschool through high-school levels.

Recommended academic preparation should include a minimum of 120 contact hours in literacy development incorporating the competencies in the matrix. Three credit hours should be in basic reading and language arts courses and 3 credit hours in human child development, incorporating adequate coverage of the competencies as shown in the matrix. An introductory experience covering professional behavior, confidentiality, control of student behavior, school law, technology, and the language and culture of schools also should be included.

	PARAPROFESSIONALS
Competencies	**Classroom/Literacy Assistant**
KNOWLEDGE AND BELIEFS ABOUT READING	
1.0 THEORETICAL BASE The paraprofessional will:	
1.1 recognize that reading should be taught as a process;	A
1.2 understand, respect, and value cultural, linguistic, and ethnic diversity;	A
1.3 recognize the importance of literacy for personal and social growth;	A
1.4 recognize that literacy can be a means for transmitting moral and cultural values;	A
1.5 perceive reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation;	A
1.6 understand the major theories of language development, cognition, and learning; and	O
1.7 understand the impact of physical, perceptual, emotional, social, cultural environmental, and intellectual factors on learning, language development, and reading acquisition.	A

A-Awareness B-Basic Understanding C-Comprehensive Understanding O-Not Applicable

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Competencies	PARAPROFESSIONALS Classroom/Literacy Assistant
2.0 KNOWLEDGE BASE The paraprofessional will:	
2.1 understand that written language is a symbolic system;	A
2.2 understand the interrelation of language and literacy acquisition;	A
2.3 understand principles of new language acquisition;	A
2.4 understand the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process;	A
2.5 understand the interrelation of reading and writing, and listening and speaking;	A
2.6 understand that students need opportunities to integrate their use of literacy through reading, writing, listening, speaking, viewing, and representing visually;	A
2.7 understand emergent literacy and the experiences that support it;	A
2.8 understand the role of metacognition in reading and writing, and listening and speaking;	A
2.9 understand how contextual factors in the school can influence student learning and reading (e.g., grouping procedures, school programs, and assessment);	A
2.10 know past and present literacy leaders and their contributions to the knowledge base;	O
2.11 know relevant reading research from general education and how it has influenced literacy education;	O
2.12 know classic and contemporary children's and young adults' literature, and easy-reading fiction and nonfiction for adults, at appropriate levels;	A
2.13 recognize the importance of giving learners opportunities in all aspects of literacy (e.g., as readers, writers, thinkers, reactors, or responders); and	A
2.14 understand that goals, instruction, and assessment should be aligned.	A
3.0 INDIVIDUAL DIFFERENCES The paraprofessional will:	
3.1 recognize how differences among learners influence their literacy development;	A
3.2 understand, respect, and value cultural, linguistic, and ethnic diversity;	B
3.3 understand that spelling is developmental and is based on the student's knowledge of the phonological system and of the letter names, their judgments of phonetic similarities and differences, and their ability to abstract phonetic information from letter names;	A
3.4 recognize the importance of creating programs to address the strengths and needs of individual learners; and	A
3.5 know federal, state, and local programs designed to help students with reading and writing problems.	A

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Competencies	PARAPROFESSIONALS Classroom/Literacy Assistant
4.0 Reading Difficulties The paraprofessional will:	
4.1 understand the nature and multiple causes of reading and writing difficulties;	O
4.2 know principles for diagnosing reading difficulties;	A
4.3 be well versed on individualized and group instructional interventions targeted toward those students in greatest need or at low proficiency levels; and	A
4.4 know various reading programs and how to teach them as needed, and know the instructional implications of research in special education, psychology, and other fields that deal with the treatment of students with reading/learning difficulties.	A
INSTRUCTION AND ASSESSMENT	
5.0 Creating a Literate Environment The paraprofessional will be able to:	
5.1 create a literate environment that fosters interest and growth in all aspects of literacy;	A
5.2 use texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth;	A
5.3 model and discuss reading and writing as valuable, lifelong activities;	A
5.4 provide opportunities for learners to select from a variety of written materials, to read extended texts, and to read for many authentic purposes;	A
5.5 provide opportunities for creative and personal responses to literature, including storytelling;	A
5.6 promote the integration of language arts in all content areas;	O
5.7 use instructional and information technologies to support literacy learning; and	A
5.8 implement effective strategies to include parents as partners in the literacy development of their children.	A
6.0 Word Identification, Vocabulary, and Spelling The paraprofessional will be able to:	
6.1 teach students to monitor their own word identification through the use of syntactic, semantic, and graphophonemic relations;	A
6.2 use phonics to teach students to use their knowledge of letter/sound correspondence to identify sounds in the construction of meaning;	A
6.3 teach students to use context to identify and define unfamiliar words;	A

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A–Awareness B–Basic Understanding C–Comprehensive Understanding O–Not Applicable

Competencies	PARAPROFESSIONALS Classroom/Literacy Assistant
6.4 guide students to refine their spelling knowledge through reading and writing;	A
6.5 teach students to recognize and use various spelling patterns in the English language as an aid to word identification; and	A
6.6 employ effective techniques and strategies for the ongoing development of independent vocabulary acquisition.	A
7.0. COMPREHENSION **The paraprofessional will be able to:**	
7.1 provide direct instruction and model when and how to use multiple comprehension strategies, including retelling in a variety of texts;	A
7.2 model questioning strategies;	A
7.3 teach students to connect prior knowledge with new information;	A
7.4 teach students strategies for monitoring their own comprehension;	A
7.5 ensure that students can use various aspects of text to gain comprehension, including conventions of written English, text structure and genres, figurative language, and intertextual links; and	A
7.6 ensure that students gain understanding of the meaning and importance of the conventions of standard written English (e.g., punctuation or usage).	A
8.0 STUDY STRATEGIES **The paraprofessional will be able to:**	
8.1 provide opportunities to locate and use a variety of print, nonprint, and electronic reference sources;	A
8.2 teach students to vary reading rate according to the purpose(s) and difficulty of the material;	A
8.3 teach students effective time-management strategies;	A
8.4 teach students strategies to organize and remember information; and	A
8.5 teach test-taking strategies.	A
9.0 WRITING **The paraprofessional will be able to:**	
9.1 teach students planning strategies most appropriate for particular kinds of writing;	A
9.2 teach students to draft, revise, and edit their writing; and	A
9.3 teach students the conventions of standard written English needed to edit their compositions.	A

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A-Awareness B-Basic Understanding C-Comprehensive Understanding O-Not Applicable

Competencies	PARAPROFESSIONALS Classroom/Literacy Assistant
10.0 Assessment The paraprofessional will be able to:	
10.1 conduct assessments that involve multiple indicators of learner progress; and	A
10.2 administer and use information from norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress to inform instruction and learning.	A
ORGANIZING AND ENHANCING A READING PROGRAM	
11.0 Communicating Information About Reading The paraprofessional will be able to:	
11.1 communicate with students about their strengths, areas that need improvement, and ways to achieve improvement;	A
11.2 communicate with allied professionals and paraprofessionals in assessing student achievement and planning instruction;	A
11.3 involve parents in cooperative efforts and programs to support students' reading and writing development;	A
11.4 communicate information about literacy and data to administrators, staff members, school-board members, policymakers, the media, parents, and the community; and	O
11.5 interpret research findings related to the improvement of instruction and communicate these to colleagues and the wider community.	O
12.0. Curriculum Development The paraprofessional will be able to:	
12.1 initiate and participate in ongoing curriculum development and evaluation;	O
12.2 adapt instruction to meet the needs of different learners to accomplish different purposes;	O
12.3 supervise, coordinate, and support all services associated with literacy programs (e.g., needs assessment, program development, budgeting and evaluation, and grant and proposal writing);	O
12.4 select and evaluate instructional materials, including those that are technology-based, to develop literacy;	O
12.5 use multiple indicators to determine curriculum effectiveness;	O

A-Awareness B-Basic Understanding C-Comprehensive Understanding O-Not Applicable

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Competencies	PARAPROFESSIONALS Classroom/Literacy Assistant
12.6 plan and implement programs designed to help students improve their reading and writing problems, including those supported by federal, state, and local funding; and	O
12.7 help develop individual educational plans for students with severe learning problems related to literacy.	O
13.0 Professional Development **The paraprofessional will be able to:**	
13.1 participate in professional-development programs;	C
13.2 initiate, implement, and evaluate professional-development programs;	A
13.3 provide professional-development experiences that help emphasize the dynamic interaction among prior knowledge, experience, and the school context as well as among other aspects of reading development;	O
13.4 provide professional-development experiences that are sensitive to school constraints (e.g., class size or limited resources);	O
13.5 use multiple indicators to judge professional growth; and	O
13.6 model ethical professional behavior.	C
14.0 Research **The paraprofessional will be able to:**	
14.1 apply research for improved literacy;	O
14.2 conduct research with a range of methodologies (e.g., ethnographic, descriptive, experimental, or historical); and	O
14.3 promote and facilitate teacher- and classroom-based research.	O
15.0 Supervision of Paraprofessionals **The paraprofessional will be able to:**	
15.1 plan lessons for paraprofessionals;	O
15.2 observe and evaluate paraprofessionals interacting with children and provide feedback to them on their performance;	O
15.3 provide professional development and training for paraprofessionals; and	O
15.4 provide emotional and academic support for paraprofessionals.	B

A-Awareness B-Basic Understanding C-Comprehensive Understanding O-Not Applicable

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Competencies	PARAPROFESSIONALS Classroom/Literacy Assistant
16.0 PROFESSIONALISM The paraprofessional will be able to:	
16.1 pursue knowledge of language arts processes by reading professional journals and publications and participating in conferences and other professional activities;	B
16.2 reflect on one's practice to improve instruction and other services to students;	B
16.3 interact with and participate in decision-making with teachers, teacher educators, theoreticians, and researchers;	B
16.4 support and participate in efforts to improve the reading profession by being an advocate for licensing and certification;	B
16.5 participate in local, state, national, and international professional organizations whose mission is the improvement of literacy;	B
16.6 promote collegiality with other literacy professionals through regular conversations, discussions, and consultations about learners, literacy theory, and assessment and instruction;	A
16.7 write for publication; and	O
16.8 make presentations at local, state, regional, and national meetings and conferences.	O

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A-Awareness B-Basic Understanding C-Comprehensive Understanding O-Not Applicable

APPENDIX D

Conferences and Conventions Where *Standards for Reading Professionals* Was Reviewed

American Reading Forum
Sanibel Island, Florida–December 1997

College Reading Association
Charleston, South Carolina–November 1996
Boston, Massachusetts–November 1997

International Reading Association
New Orleans, Louisiana–April 1996
Atlanta, Georgia–May 1997
Orlando, Florida–May 1998

National Reading Conference
Charleston, South Carolina–December 1996
Scottsdale, Arizona–December 1997

Parents and Reading Conference
Manhattan Reading Council
New York, New York–January 1996
New York, New York–January 1997

APPENDIX E

International Reading Association Code of Ethics

The members of the International Reading Association form a group of professional persons committed to the development of society through teaching, professional services, research, and publication. The members of this group are committed to values that are the foundation of a democratic society—freedom to teach, write, and study in an atmosphere conducive to the best interests of the profession. The best interests of the public, the profession, and the individuals concerned should be of primary consideration in recommending candidates for degrees, positions, advancements, the recognition of professional activity, and for certification in those areas where certification exists.

Ethical standards in professional relationships:

1. It is the obligation of all members of the International Reading Association to observe the Code of Ethics of the organization and to act accordingly so as to advance the status and prestige of the Association and of the profession as a whole. Members should assist in establishing the highest professional standards for reading programs and services, and should enlist support for these through dissemination of pertinent information to the public.

2. It is the obligation of all members to maintain relationships with other professional persons, striving for harmony, avoiding personal controversy, encouraging cooperative effort, and making known the obligations and services rendered by professionals in reading.

3. It is the obligation of members to report results of research and other developments in reading.

4. Members should not claim nor advertise affiliation with the International Reading Association as evidence of their competence in reading.

Ethical standards for reading professionals:

1. Professionals in reading must possess suitable qualifications for engaging in consulting, diagnostic, or remedial work. Unqualified persons should not engage in such activities except under the direct supervision of one who is properly qualified. Professional intent and the welfare of the person seeking services should govern all consulting or clinical activities such as counseling, administering diagnostic tests, or providing remediation. It is the duty of the professional in reading to keep relationships with clients and interested persons on a professional level.

2. Information derived from consulting and/or professional services should be regarded as confidential. Expressed consent of persons involved should be secured before releasing information to outside agencies.

3. Professionals in reading should recognize the boundaries of their competence and should not offer services that fail to meet professional standards established by other disciplines. They should be free, however, to give assistance in other areas in which they are qualified.

4. Referral should be made to specialists in allied fields as needed. When such referral is made, pertinent information should be made available to consulting specialists.

5. Reading clinics and/or reading professionals offering services should refrain from guaranteeing easy solutions or favorable outcomes as a result of their work, and their advertising should be consistent with that of allied professions. They should not accept for remediation any persons who are unlikely to benefit from their instruction, and they should work to accomplish the greatest possible improvement in the shortest time. Fees, if charged, should be agreed on in advance and should be charged in accordance with an established set of rates commensurate with that of other professions.

Breaches of the Code of Ethics should be reported to Association Headquarters for referral to the Committee on Professional Standards and Ethics for an impartial investigation.

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INTERNATIONAL Reading Association

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